

Managing Trauma

California Parole Board

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Regina Huerter, MA

Senior Project Associate

Policy Research Associates (PRA)

“We have learned that trauma is not just an event that took place sometime in the past; it is also the imprint left by that experience on mind, brain, and body. This imprint has ongoing consequences for how the human organism manages to survive in the present.

Trauma results in a fundamental reorganization of the way mind and brain manage perceptions. It changes not only how we think and what we think about, but also our very capacity to think.” —Bessel A. van der Kolk, Author of *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*

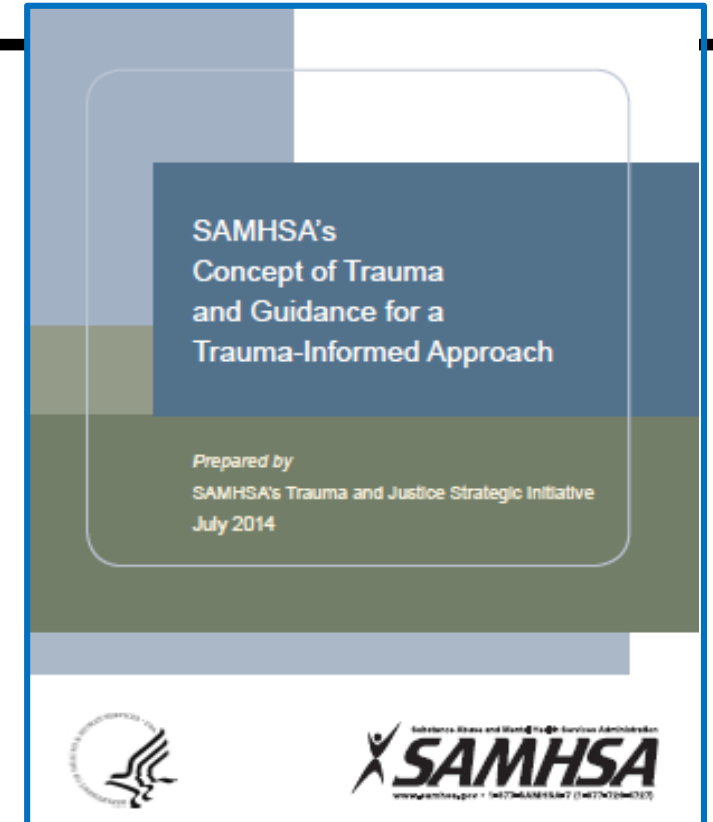
SAMHSA's Definition of Trauma:

“Individual trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or threatening and that has lasting adverse effects on the individual's functioning and physical, social, emotional, or spiritual well-being”

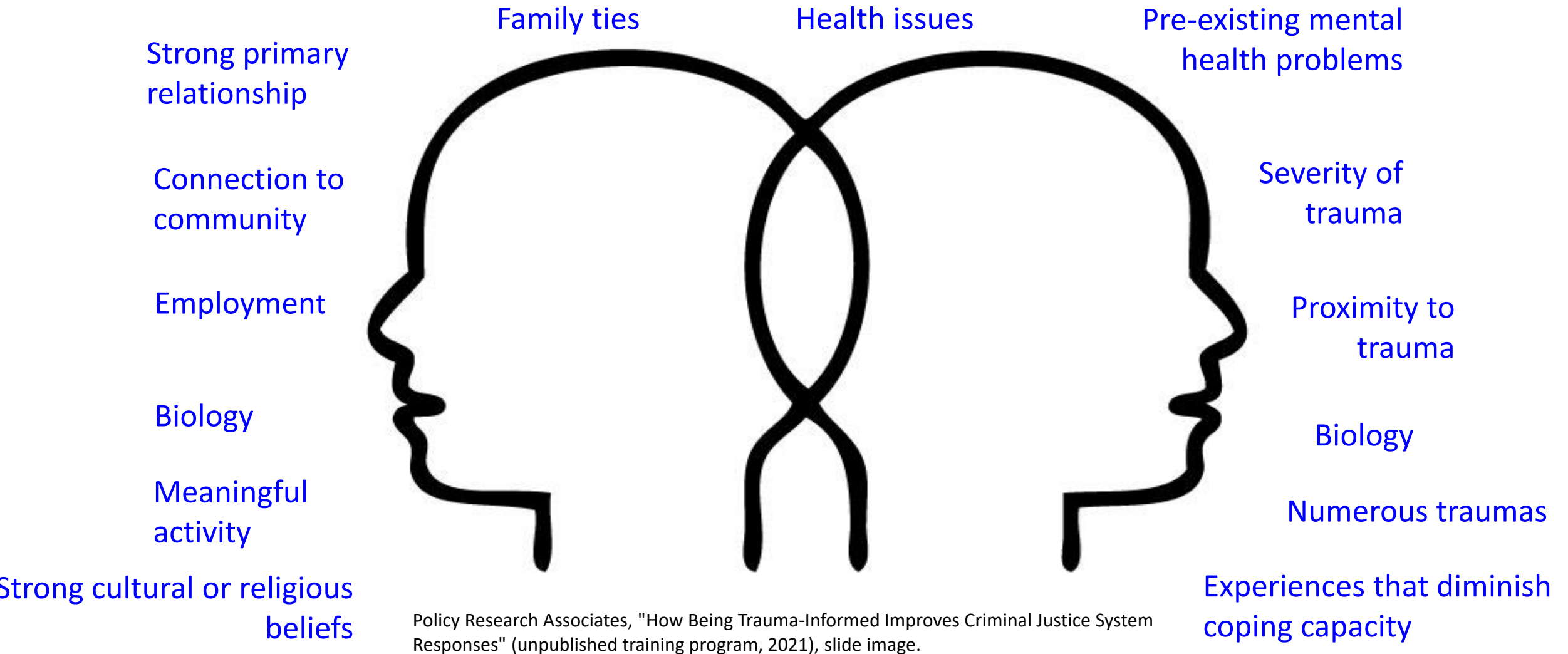
Unique response to:

- Event
- Experience
- Effect

SAMHSA's Concept of Trauma and Guidance for a Trauma –Informed Approach
https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf



Individualized Experiences



TYPES OF TRAUMA

Type of Trauma	Description	Examples
Acute Trauma	Occurs when we experience one intensely stressful or dangerous event	<ul style="list-style-type: none"> You were jumped on your way home from school one day. You were raped at a frat party your freshman year of college.
Chronic Trauma	Occurs when we have recurrent stressful experiences or are in a continuous pattern of pain and danger	<ul style="list-style-type: none"> You were regularly beat up by neighborhood bullies. You were sexually abused by your stepfather from the ages of 11 to 13.
Complex Trauma	Occurs when we experience multiple, unrelated triggering events	<ul style="list-style-type: none"> Your father died from cancer the same year that a hurricane caused massive flooding to your city and forced evacuations. A mass shooting occurred in your neighborhood and your mother was incarcerated for drug charges when you were five years old.
Secondary Trauma or Vicarious Trauma	Occurs when someone we're close to experiences a traumatic event; we may not be in direct danger, but we experience the symptoms of a traumatic experience	<ul style="list-style-type: none"> You watched footage from a school shooting that caused panic attacks when you sent your children to school each day. Professionals like social workers and public defenders who regularly hear traumatic cases often develop secondary trauma.

RESPONSES TO TRAUMA

This next table shows the many responses someone can have to trauma. The effects of trauma, especially chronic trauma, can manifest in our bodies.

Emotional/Psychological Responses	Physical Responses
<ul style="list-style-type: none"> Guilt Thinking "It's all my fault" Denial/shock and disbelief Denial of feelings Anger Fear Sadness or grief Shame Confusion Anxiety Depression Numbness/emotional suicide Hopelessness Helplessness Irritability Difficulty concentrating Self-numbing Feeling less than fully alive Loss of motivation Loss of excitement Loss of purpose in life 	<ul style="list-style-type: none"> Emotional outbursts Difficulty regulating emotions Flashbacks to the event PTSD Dissociation Avoidance Substance abuse Nightmares Withdrawal from others Hypervigilance Headaches Digestive problems Changes in appetite Increased use of nicotine, alcohol, or drugs Nausea Dizziness Fatigue Racing heart Racing thoughts/trouble concentrating Sweating Feeling jumpy Insomnia Trouble sleeping Panic attacks and rapid breathing Elevated levels of stress hormones Trembling, shaking, and muscle spasms Back pain Fibromyalgia Irritable bowel syndrome (IBS) Asthma (children who experience trauma have 50 times the rate of asthma as their peers)

- **Vicarious or Secondary Trauma**
 - result from being repeatedly exposed to other people's trauma and their stories of traumatic events.
 - can alter out physiologic reactivity and stress hormone secretion.
 - compensate from hyperarousal: shut down, emotionally numb.
 - Personal past trauma history = increased vulnerability
 - a person's world view (belief systems) can be significantly changed as a result of hearing traumatic stories.
 - cumulative, builds up over time; can be triggered suddenly or gradually
- **Secondary traumatic stress**
 - emotional duress that results when an individual hears about the firsthand trauma experiences of another.
 - neural-chemical imprinting's of traumatic stress often results in a memory of the event that can be evoked without conscious awareness of the person experiencing it
 - symptoms mimic those of post-traumatic stress disorder (PTSD).

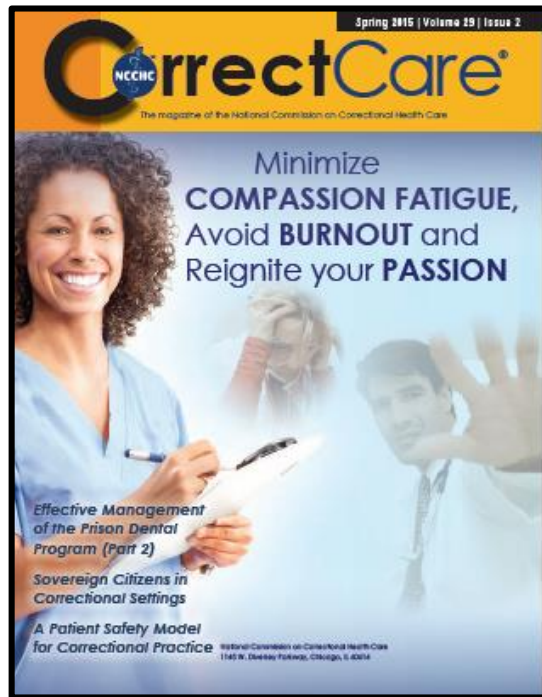
How has your world view changed?

- **Worldview:** a collection of attitudes, values, stories and expectations about the world around us... which inform our everyday thought and action. (Sire, 2004)

<https://www.ncbi.nlm.nih.gov>

What's in a name...

- Burnout
- **Correction Fatigue** - gradual deterioration of the spirit, mind and body of the corrections officer.
- **PTSD** – direct traumatic experience



- **Compassion Fatigue** – prolonged vicarious exposure to trauma as opposed to transient, work-related stress that may result in temporary feelings of anxiety or short-term memory or concentration problems.
 - Sadness, avoidance, detachment or withdrawal.
 - Depletion of emotional resources, somatic complaints, negative thinking and decreased intimacy.
 - Exhaustion, lack of appetite, disturbing dreams, emotional numbing, irritability, agitation, lack of attention to detail and distancing.
 - Organizationally: diminishing staff morale, reduced productivity, absenteeism, poorly functioning teams, conflicts, incomplete assignments, negativism and inflexibility.
 - Can manifest in physical symptoms (e.g., headaches) which leads to physical medical solutions.
 - No time, don't recognize severity, need a vacation, don't identify that you need help
 - Compassion Satisfaction – right place, right time, making a difference

1. [Correct Care, 29-2.pdf \(ncchc.org\)](https://www.ncchc.org/filebin/CorrectCare/29-2.pdf) National Commission on correctional Health Care <https://www.ncchc.org/filebin/CorrectCare/29-2.pdf>, 2015

2. <https://www.thelookout.org.au/family-violence-workers/self-care-family-violence-workers/vicarious-trauma-burnout>

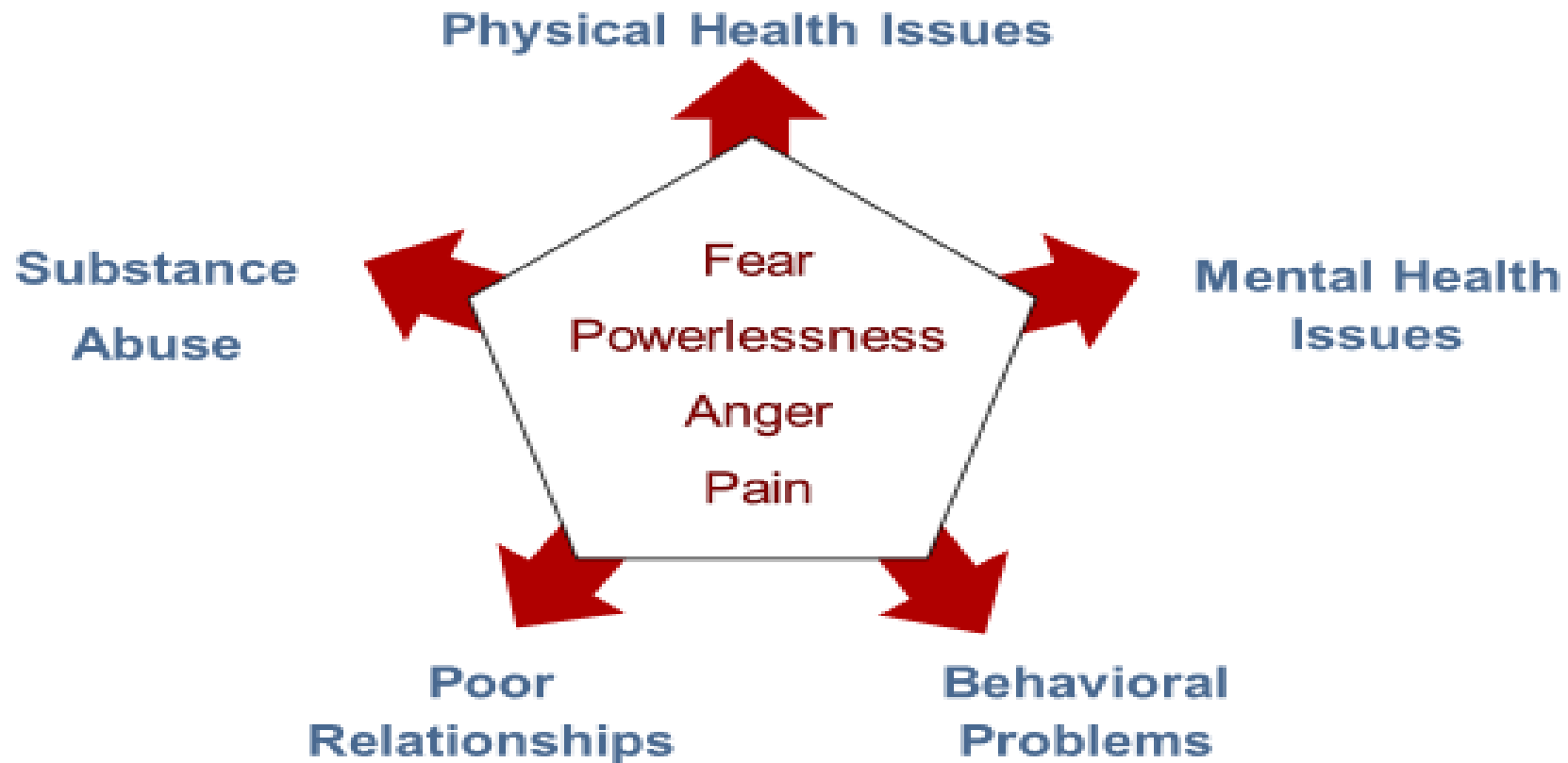
POTENTIAL IMPACT ON WORK PRODUCT

- Behaviors
- Relationships
- Personal values/beliefs
- Job performance



Policy Research Associates, "How Being Trauma-Informed Improves Criminal Justice System Responses" (unpublished training program, 2021), slide image.

Long-term Effect: Summary



Policy Research Associates, "How Being Trauma-Informed Improves Criminal Justice System Responses" (unpublished training program, 2021), slide image.

SELF-HELP

WORKPLACE HELP



Policy Research Associates, "How Being Trauma-Informed Improves Criminal Justice System Responses" (unpublished training program, 2021), slide image.

Concept of Trauma and Guidance for a Trauma-Informed Approach (SAMHSA)

6 principles

- 1) Safety
- 2) Trustworthiness and transparency
- 3) Peer support
- 4) Collaboration and mutuality
- 5) Empowerment, voice and choice
- 6) Cultural, historical, and gender issues

10 implementation domains for review

- 1) Governance and Leadership
- 2) Policy
- 3) Physical Environment
- 4) Engagement and Involvement
- 5) Cross Sector Collaboration
- 6) Screening, Assessment, Treatment Services
- 7) Training and Workforce Development
- 8) Progress Monitoring and Quality Assurance
- 9) Financing
- 10) Evaluation

Interventions for Trauma

- 4-Rs of a trauma-informed approach
 - **Realization** – widespread impact of trauma and potential paths of recovery
 - **Recognize** – signs and symptoms
 - **Respond** – integrating knowledge about trauma into policies, procedures and practices and seeks to actively...
 - **Resist re-traumatization**
- **Organizational and Social Level**
 - Regular breaks
 - Openly discuss and peer support
 - Team meetings
 - Supervision
 - Education and trainings
 - Debriefing sessions
 - Employee Assistance Programs, services and supportive groups.
 - Provide sabbaticals, professional education, community service, and public speaking opportunities
 - Provide specially trained therapeutic support
 - Peer Advocate – a specially-trained to assist with vicarious trauma
- Orientating and Onboarding natural supports

Unstick the Ick...

- ABC's: Awareness, Balance, and Connection (ACA)
- Individual Level:
 - Monitor yourself – eat well, rest, and exercise
 - Self-care – seek balance, engage in outside activities
 - Set professional and personal boundaries
 - Take advantage of professional development opportunities
 - Utilize viable, evidence-based treatments for vicarious trauma/secondary traumatic stress that focus on changes in cognitive processes
- Schedule / plan ahead self-care
- Sleep, regular exercise, mindfulness, social life, leisure activities, healthy eating, professional boundaries.

- Entering and Exiting Meetings:
- Check at the door ---- Leave it at the door
 - Is anyone carrying anything into today's meeting that others should be aware of? That needs to be attended to...
 - Intentional and ongoing as the trauma is



- WRAP
- Recognize the magnitude and impact of work:
 - Incarcerated individual
 - Impacted persons: victim, witness, family, advocates
 - Staff: Parole Board, Facilities, criminal legal system
 - Self



PROTECTIVE FACTORS

Each of us has resources that help us reduce stress and handle it when it does occur. These are known as “protective factors” because they form a positive buffer between us and our stressors. Think of them as a shield, or like buoys that keep you afloat when your inner sea is stormy.

PROTECTIVE FACTORS INVENTORY

For each protective factor, check all of the boxes that apply.

	I've got this in my life	I've got some of this but want more of it	I don't currently have this but want it
Supportive friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Positive peer group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The ability to problem-solve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A program I am enrolled in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A safe place to live	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supportive family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Positive self-esteem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Healthy eating habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Healthy sleeping habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to make new friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to adapt and cope with change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to accept my feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Positive attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to resolve conflict peacefully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	I've got this in my life	I've got some of this but want more of it	I don't currently have this but want it
Spiritual health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Success at school/programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good parenting skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Positive role models/mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steady employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessible healthcare services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling in control over my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships with prosocial adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good sense of humor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to delay gratification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People in my life I trust	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A place I feel like I belong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meaningful contributions/purpose in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adequate financial resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality childcare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to learn new things and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outgoing personality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ultimately, only you can know if you have the protective factors in place to revisit trauma in a way that will be helpful, and not harmful, to you. This does not have to do with your strength or mental toughness. If you are lacking protective factors, it may be best to focus on building them in your life before doing triggering work. In future courses, we'll help you develop more protective factors.

COPING SKILLS: TAKIN' CARE OF YO'SELF

Coping skills are tools that help us take care of ourselves when we face stressful or triggering situations. We will dive deeper into coping skills in future courses. For now, we want to highlight some coping skills that can help us respond to trauma (there are many more available; these are just some of our favorites).

THERAPY

Depending on your situation, therapy may or may not be available to you. Most institutions offer access to mental health professionals.

Common Types of Trauma Therapy	Description	How to Get It
Cognitive Behavioral Therapy or Training (CBT)	A therapist helps you identify and change your thought patterns to change your emotions and behaviors. Identifying "distortions" or unhelpful patterns in the way you think may help you reconceptualize your traumatic experience and give you a better understanding of yourself and your ability to cope.	Seeking Safety is a recommended CBT curriculum that you might find in your library. Your institution might offer it or other CBT groups.
EMDR	EMDR stands for: Eye Movement Desensitization and Reprocessing. A therapist directs your eye movements while you recount traumatic experiences. With repetition, the traumatic memories begin to lose power. EMDR can be particularly helpful if you struggle to talk about your past.	You could pursue EMDR upon release or share this with loved ones as a resource they could look into.
Somatic Therapies	Somatic therapies mean "they relate to the body." Since we carry trauma in our bodies, somatic therapies can help the mind and body to integrate and to heal.	We've included one somatic therapy that you can practice now called "tapping."

PSYCHIATRIC MEDICATIONS

No medication can cure you of trauma or address the underlying cause of your distress. However, medications can be used to treat symptoms of trauma (like anxiety). If you think you could benefit, see a medical or mental health professional.

EXERCISE

Aerobic exercise is an effective coping skill to help us regulate our body's physical reactions to trauma.

MINDFULNESS

Mindfulness is a form of meditation. Mindfulness techniques help to center and ground us in the present moment instead of reliving past traumatic experiences or worrying about the future. They help us pay attention to the moment we are in without judgment.

Examples of Mindfulness Exercises

Mindful Eating	While eating a meal or a snack, use your five senses to describe the sight, smell, taste, feel (touch), and sound of your experience.
Mindful Walking	Take a slow walk and try to keep your mind focused on the sensation of your feet touching the ground. When your mind wanders, bring it back to that one sensation.
Mindful Talking	Instead of speaking with no filter, wait five seconds before saying what's on your mind. In those seconds, think about the words you want to use, your tone and delivery, and the impact your speech may have on your listener(s).
Mindful Music	Pick one instrument to focus on for the duration of a song. Try to tune out all other instruments and hear only that one sound.
Mindful Mandala Art	Coloring a mandala (like you'll see on the next page) requires concentration, patience, and focus, encouraging mindfulness.

ART THERAPY

Like mindful mandala art, art therapy is another tool: instead of coloring a mandala, you make a drawing of the traumatic experience. We can't unsee the things we've seen. But processing trauma can help us by moving it from front and center to the back of our brains, in memory/recall. It's best to

make this drawing as soon as you can after experiencing trauma, but it isn't too late to draw something out now, even if it happened years ago. Then, try talking through your drawing with a safe friend. We've provided space in this course's Re-Up to practice self-guided art therapy.

WRITING

Writing is a highly effective way to process trauma and begin to heal. It's one of the reasons we encourage so much journaling throughout *Hustle 2.0*. Your writing can take many forms. You may prefer to answer journal questions, simply freestyle whatever is on your mind, write a letter (whether or not it's ever sent), write a story

or screenplay, or write a poem or song. You can choose what feels most natural and helpful to you. You can also choose whether you share your writing with anyone or keep it private. Writing stimulates our brains in ways that simply thinking or talking about something does not.

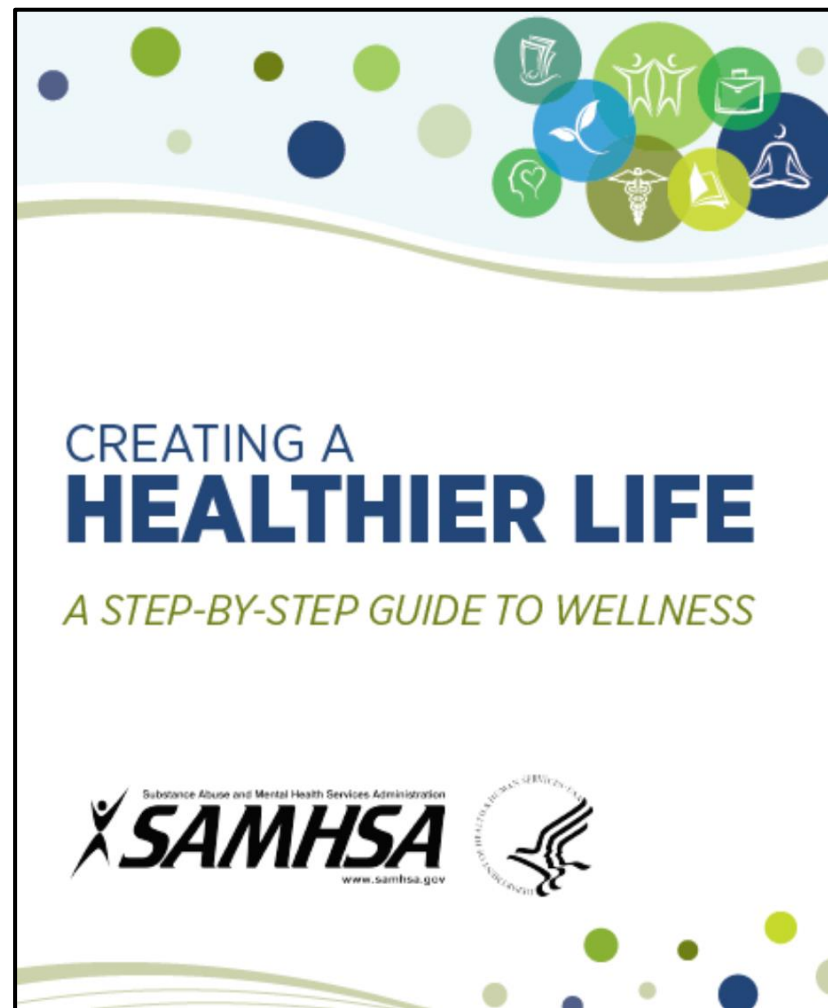
CONNECTING WITH OTHERS

Trauma often makes us withdraw and isolate ourselves. However, connecting with friends, family, or a support group is an important coping skill. Connection fights shame, helps us learn to trust others again, helps us feel less alone, and can improve our

mood. Connecting doesn't mean we have to talk about trauma; it may be enough to simply be together or to laugh or play a game. If you are with people you trust and the timing is right, talking about your trauma can also be a helpful step in healing.



What coping skills appeal most to you? How will you integrate them into your healing process (how often will you practice them)?



<https://store.samhsa.gov/product/Creating-a-Healthier-Life-/SMA16-4958>



Desert Waters

Correctional Outreach

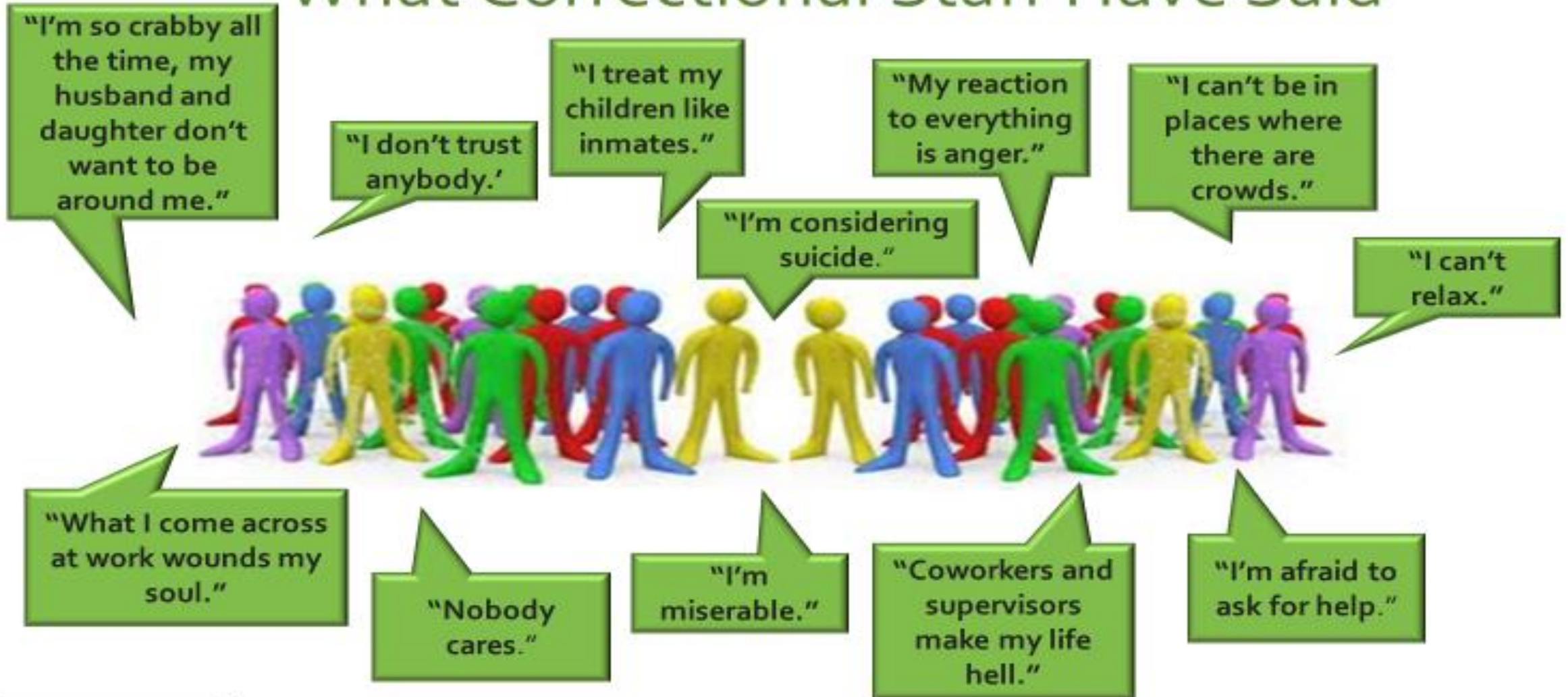


Correctional Worker Wellness

Moving from Corrections Fatigue to Fulfillment

desertwaters.com

What Correctional Staff Have Said



SOUTH CAROLINA – CISM PEER TEAM

INDIVIDUAL PEER SUPPORT

- Recognize that each employee's needs are different, important to meet them where they are

GROUP DEBRIEFING/DEFUSING

- Peer Team adds layer of support into existing EAP and other support within agency or family structure

PCIS EVENTS (Post Critical Incident Seminar)

- Address ongoing trauma-related issues through PCIS

TRAUMA DOG SUPPORT

- Be creative to break through any barriers to support employees

GROUP INTERVENTIONS

- **DIFFUSING** – triage staff directly involved in critical incident within 6-8 hours of event
- **DEBRIEFING** – process with staff directly involved in critical incident 48-72 hours following event
- **CRISIS MANAGEMENT BRIEFING** – share information with staff and others not directly involved in critical incident

2017

Lived Experiences of Secondary Victims During the Parole Process: A Phenomenological Approach

Jessica Millimen
Walden University

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Association of Paroling Authorities International

Victims' Services Best Practices Guide *for Parole Board Chairpersons and Members*

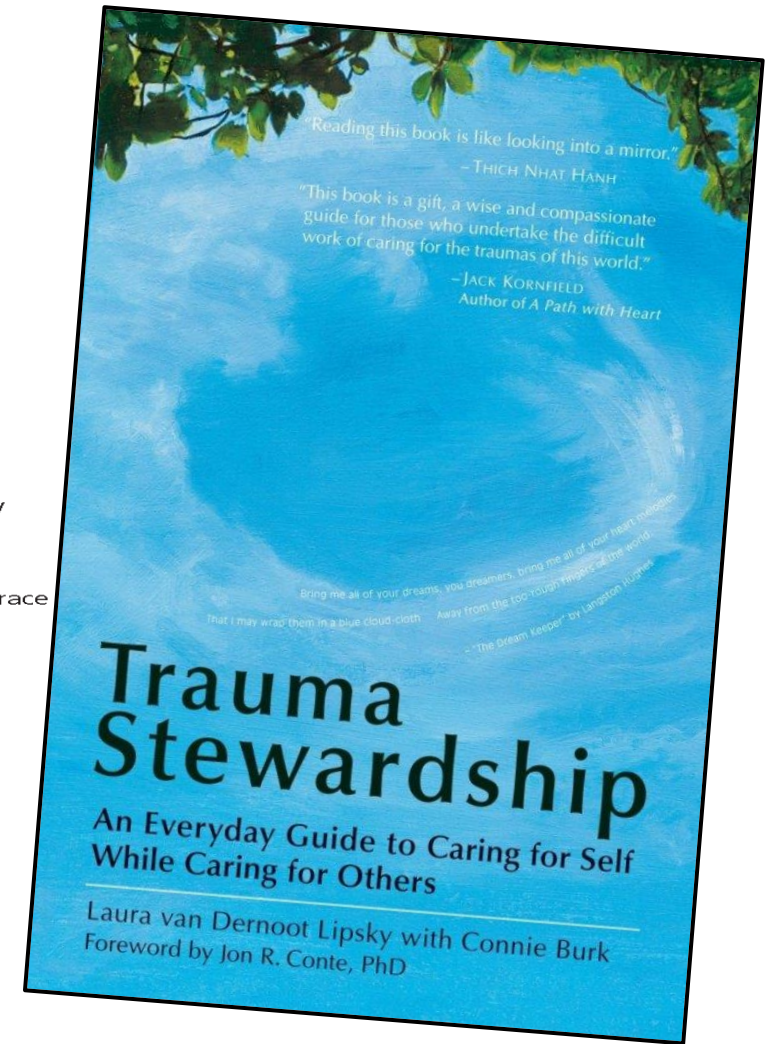
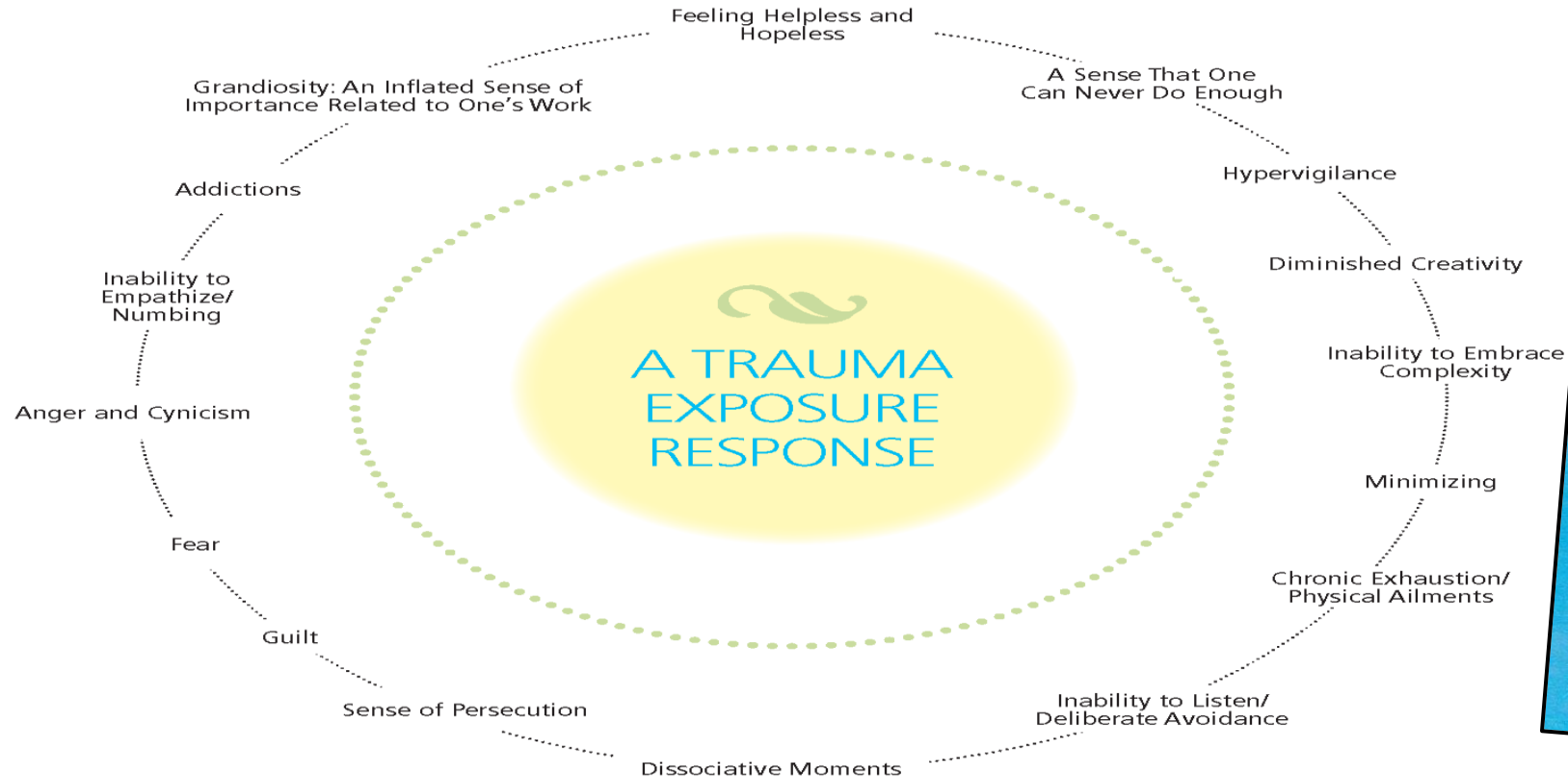
By Najah Barton, U.S. Parole Commission
& Randi Losalu, WY Board of Parole

March 2018

- <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=5183&context=dissertations>

- http://www.apaintl.org/_documents/surpub/victims_services_best_practices.pdf

Trauma Stewardship



Trauma Exposure Response

A trauma exposure response may be defined as the transformation that takes place within us as a result of exposure to the suffering of other living beings or the planet.

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Additional Resources

- [Creating Cultures of Trauma-Informed Care \(CCTIC\): A Self-Assessment and Planning Protocol](#)
 - Trauma-Informed Program Self-Assessment Scale
- [Women Offender Case Management Model](#)
- [Female Re-entry and Gender-Responsive Programming Recommendations for Policy and Practice](#)
- Vicarious Trauma and Trauma-Informed System Responses Fact Sheet
- [Adopting a Gender-Responsive Approach for Women in the Justice System: A Resource Guide](#)
- NICIC: Secondary Trauma: The Personal Impact of Working with Criminal Offenders
<https://www.kslresearch.org/app/download/764028039/Perspectives.Secondary+Trauma.pdf>
 - <https://nicic.gov/secondary-trauma-personal-impact-working-criminal-offenders>
- Association of Paroling Authorities International. (APAI) Victims' Services Best Practices Guide for Parole Board Chairpersons and Members (2018). By Najah Barton, U.S. Parole Commission & Randi Losalu, WY Board of Parole
http://www.apaintl.org/documents/surpub/victims_services_best_practices.pdf
- Lived Experiences of Secondary Victims During the Parole Process: A Phenomenological Approach, Jessica Millimen, Walden University, 2012.
<https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=5183&context=dissertations>
- [Justice System Professionals | Page 2 | The National Child Traumatic Stress Network \(nctsn.org\)](#)

Resources, continued

- Psychological First Aid (PFA), Skills for Psychological Recovery (SPR)- both developed by the National Center for PTSD and the National Child Traumatic Stress Network. Used for survivors or witnesses exposed to disaster or terrorism; first responders and other disaster relief workers. PFA- immediate aftermath; SPR weeks and months following event. [PFA and SPR | The National Child Traumatic Stress Network \(nctsn.org\)](#)
- [Justice System Professionals | Page 2 | The National Child Traumatic Stress Network \(nctsn.org\)](#)
- Centers for Disease Control and Prevention. Behavioral Risk Factor Surveillance System Survey ACE Module Data, 2010. Atlanta, Georgia: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention; 2015. Available from <https://www.cdc.gov/violenceprevention/acestudy>.
- Substance Abuse and Mental Health Services Administration. SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach. HHS Publication No. (SMA) xx-xxxx. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014.
<http://www.traumainformedcareproject.org/resources/SAMHSA%20TIC.pdf>

Thank You

Regina Huerter

rhuerter@prainc.com

720-635-5180